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ABSTRACT

Although some consider the administrator as primarily a manager of a school's reading program, the dominant view sees him or her as an instructional leader, setting the tone, providing the impetus, and defining the school's philosophy for reading. In this role, the administrator must work cooperatively with teachers. Inadequate background and clerical pressures, however, may prevent the administrator from fulfilling such a role. The reading consultant's role is also often inadequately defined and executed, resulting in understaffing or the assignment of duties for which the reading specialist is untrained. Given these circumstances, the following six suggestions should be followed: (1) administrators need knowledge of administrative and leadership theories, group phenomena, and social system theory; (2) they have the responsibility to provide effective learning environments; (3) school administrators and reading personnel should establish closer lines of communication with reading staffs; (4) administrators should consult with colleges and universities to strengthen their administrative and supervisory reading skills; (5) research should be undertaken to investigate the roles of specialized reading personnel; and (6) studies of schools should be undertaken to investigate factors that promote successful reading programs. (JL)

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ADMINISTRATIVE LEADERSHIP IN READING: A PROFESSIONAL QUAGMIRE

(Speech given before the District of Columbia Reading Council of the International Reading Association, September 25, 1982)

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GENERALLY, MOST EDUCATORS WOULD AGREE THAT THE ABILITY TO READ IS THE KEY TO EDUCATIONAL SUCCESS. YET, DESPITE THE INTENSIVE EFFORTS TO COMBAT READING PROBLEMS, FAR TOO MANY STUDENTS CONTINUE TO LEAVE OUR SCHOOLS AS FUNCTIONAL ILLITERATES. MOREOVER, THERE IS A GROWING RECOGNITION THAT THE SCHOOLS MUST ASSUME THE LEADERSHIP IN OVERCOMING THE PERVASIVE FACTORS ASSOCIATED WITH READING DISABILITIES.

TRADITIONALLY, EMPHASIS ON THE TEACHING OF READING HAS BEEN AT THE ELEMENTARY SCHOOL LEVEL. HOWEVER, DURING THE PAST DECADE OR SO, TEACHERS AT ALL ACADEMIC LEVELS HAVE HAD TO ASSUME THE RESPONSIBILITY OF TEACHING READING. ONE WOULD SUPPOSE, THEN, THAT TEACHERS ARE TRAINED TO TEACH READING. HOWEVER, IT IS MY CONTENTION THAT MOST TEACHERS AS WELL AS PRINCIPALS ARE LACKING IN READING PEDAGOGY.

HOWEVER, INDIVIDUALS ATTEMPTING TO PROVIDE LEADERSHIP NEED PERSONAL TALENT AND THE ABILITY TO CREATE AN ATMOSPHERE IN WHICH PEOPLE CAN

DEVELOP AND FLOURISH. THE ADMINISTRATORS' EFFECTIVENESS, TO A GREAT EXTENT, WILL DEPEND ON THE PEOPLE WITH WHOM HE DEALS AND THE KIND AND QUALITY OF THE INTERACTION WHICH TAKES PLACE BETWEEN AND AMONG THEM.

EDUCATORS HAVE BECOME INCREASINGLY AWARE OF THE ROLE OF THEORY IN EDUCATIONAL ADMINISTRATION AND THEY HAVE RECOGNIZED THE CONTRIBUTIONS WHICH THE SOCIAL SCIENCES COULD MAKE TO THE FIELD. RUNNING CONCOMITANTLY WITH, AND AN INTEGRAL PART OF THE DEVELOPMENT OF THEORY IN SCHOOL ADMINISTRATION, HAS BEEN THE STUDY OF ADMINISTRATIVE BEHAVIOR AND EFFECTIVE LEADERSHIP IN THE SCHOOL SETTING.

MANY RESEARCH STUDIES HAVE FOCUSED ON THE SCHOOL ADMINISTRATOR BECAUSE HE IS THE KEY TO THE QUALITY OF EDUCATION WHICH WILL BE PROVIDED IN THE SCHOOLS. WHILE TEACHERS ARE THE PIVOTAL FIGURES IN THE EDUCATIONAL PROCESS, THEIR EFFORTS CAN EITHER BE ENHANCED, LIMITED OR EVEN SUBVERTED BY INCOMPETENT ADMINISTRATORS.

ANDREW HALPIN SUGGESTS THAT ADMINISTRATIVE BEHAVIOR BE OBSERVED IN ALL AREAS AS THEORIES AND MODELS FOR RESEARCH IN ADMINISTRATIVE BEHAVIOR ARE DEVELOPED.

THE THEORIES, CONCEPTS AND FINDINGS OF THE BEHAVIORAL AND ADMINISTRATIVE SCIENCES ARE USEFUL IN PROVIDING ADMINISTRATORS WITH ALTERNATIVE WAYS OF VIEWING AND UNDERSTANDING THE MULTITUDE OF VARIABLES WHICH CONFRONT THEM DAILY.

EVERY ORGANIZATION WITHIN OUR SOCIETY HAS A SET OF WELL-DEFINED EXPECTATIONS OF INDIVIDUALS WHO HOLD POSITIONS WITHIN THE GROUP. THE POSITION OF THE SCHOOL ADMINISTRATOR IS NO EXCEPTION SINCE THOSE WHO FILL THIS ROLE ARE EXPECTED TO ADJUST THEIR BEHAVIOR TO A DEFINITE PATTERN OF PERCEIVED EXPECTATIONS - AMONG THESE EXPECTATIONS IS THAT THE SCHOOL ADMINISTRATOR SHOULD PROVIDE THE LEADERSHIP FOR CURRICULUM AND INSTRUCTIONAL IMPROVEMENT.

IN RECENT YEARS, THE TRADITIONAL ROLE OF THE ADMINISTRATOR AS INSTRUCTIONAL LEADER HAS BEEN CHALLENGED. BECAUSE OF THE COMPLEXITIES OF EDUCATIONAL ADMINISTRATION IN TODAY'S SCHOOLS, SOME VIEW THE ADMINISTRATORS ROLE AS THAT OF A MANAGER. THOSE WHO HOLD THE OPPOSITE AND DOMINANT VIEW, BELIEVE THAT THE ADMINISTRATOR IS A VITAL COG IN THE INSTRUCTIONAL MACHINERY AND IS PRIMARILY RESPONSIBLE FOR INSTRUCTIONAL IMPROVEMENT IN THE SCHOOLS.

JAMES B. CONANT IN SUPPORT OF THE PRINCIPAL AS INSTRUCTIONAL LEADER BELIEVES THAT THE DIFFERENCE BETWEEN A GOOD SCHOOL AND A POOR SCHOOL IS OFTEN THE DIFFERENCE BETWEEN A GOOD AND POOR PRINCIPAL. THE IMPLICATION IN THIS STATEMENT IS THAT THE PRINCIPAL MUST PROVIDE INSTRUCTIONAL LEADERSHIP IF A SCHOOL IS TO MEET THE EDUCATIONAL NEEDS OF THE CHILDREN.

A SPATE OF RESEARCH STUDIES WHICH SPANS A PERIOD OF MORE THAN 50 YEARS HAS FAILED TO PROVIDE US WITH CONCLUSIVE EVIDENCE WHICH WOULD SOLVE THE MULTITUDE OF READING PROVLEMS CONFRONTING TODAY'S SCHOOLS. MANY OF THESE STUDIES FOCUSED MORE ON THEORY, METHODOLOGY, AND THE CHILDREN, RATHER THAN ON THE BEHAVIORS OF SCHOOL PERSONNEL RESPONSIBLE FOR READING INSTRUCTION.

THE THRUST TO INVESTIGATE THE RELATIONSHIP OF ADMINISTRATIVE BEHAVIOR TO READING ACHIEVEMENT EMANATES FROM RESEARCH STUDIES WHICH POINT OUT THE RELATIONSHIP BETWEEN ADMINISTRATIVE BEHAVIOR AND SCHOOL PRODUCTIVITY. THE RESULTS OF SUCH INVESTIGATIONS SUPPORT THE CLAIM THAT THERE IS A HIGH POSITIVE RELATIONSHIP BETWEEN LEADER BEHAVIOR AND PUPIL ACHIEVEMENT.

COMMENTING ON THE IMPORTANCE OF ADMINISTRATIVE LEADERSHIP IN READING, SIDNEY J. RAUCH STATES THAT THERE ARE VERY FEW INSTANCES

IN WHICH ADMINISTRATIVE LEADERSHIP HAS BEEN GIVEN PRIORITY WHEN DISCUSSING FACTORS RESPONSIBLE FOR A SUCCESSFUL READING PROGRAM. AFTER MORE THAN 25 YEARS OF OBSERVING READING PROGRAMS IN ACTION, HE POSITED THAT ADMINISTRATORS NEED TO BE BETTER PREPARED TO PROVIDE LEADERSHIP FOR MORE EFFECTIVE READING PROGRAMS.

IN THE ROLE OF INSTRUCTIONAL LEADER THE ADMINISTRATOR SHOULD POSSESS A BROAD UNDERSTANDING OF THE SKILLS NECESSARY FOR THE DEVELOPMENT OF READING PROFICIENCY. I LIKE MANY, BELIEVE THAT THE PRINCIPAL IS THE KEY TO THE IMPROVEMENT OF READING. BY THE VERY NATURE OF THE POSITION, THE PRINCIPAL IS RESPONSIBLE FOR PROVIDING IMPETUS TO IMPROVE THE SCHOOL READING PROGRAM.

IT IS MY BELIEF THAT THE ADMINISTRATOR MUST SET THE BUILDING TONE FOR READING. THE ADMINISTRATOR MUST PROVIDE THE IMPETUS FOR DEFINING THE SCHOOL'S PHILOSOPHY IN READING; HE MUST BE AN ACTIVE

PARTICIPANT IN THE LEARNING AS WELL AS IN THE DECISION-MAKING ACTIVITIES; AND HE MUST BE A FACILITATOR FOR THE IMPLEMENTATION OF NEW IDEAS.

FURTHER, IT IS SUGGESTED THAT ADMINISTRATORS WORK COOPERATIVELY WITH TEACHERS TO DEVELOP INNOVATIONS AND PROCEDURES FOR THE READING PROGRAM. I'M CONFIDENT THAT THE MOST SUCCESSFUL ADMINISTRATORS ARE THOSE WHO PARTICIPATE COOPERATIVELY WITH TEACHERS IN THE CURRICULUM PLANNING AREA. OF ALL THE CURRICULUM SUBJECTS "READING" HOLDS OR AT THE VERY LEAST, SHOULD HOLD THE HIGHEST PRIORITY, SINCE IT INFLUENCES BOTH CURRENT AND SUBSEQUENT LEARNINGS.

IT IS MY CONTENTION THAT SCHOOL ADMINISTRATORS ARE NOT PROVIDING THE IMPETUS AND GUIDANCE WHICH IS NEEDED IN THE MOST CRUCIAL AREA OF THE CURRICULUM. INADEQUATE EXPERIENTIAL BACKGROUND IN THE TEACHING OF READING, LACK OF COURSE PREPARATION IN READING; AND INCREASED CLERICAL TASKS ARE AMONG THE CONTRIBUTORY FACTORS WHICH PRECLUDE MAXIMUM

ADMINISTRATIVE INVOLVEMENT IN THE READING PROGRAM. IN TODAY'S SCHOOLS, ADMINISTRATORS ARE CONSTANTLY INUNDATED WITH DEMANDS THAT ARE ONLY TANGENTIALLY RELATED TO THE INSTRUCTIONAL PROGRAM. I SUGGEST TO YOU THAT SCHOOL ADMINISTRATORS HAVE BEEN HERALDED AS INSTRUCTIONAL LEADERS, BUT THAT DAY-TO-DAY OPERATIONS OF THE SCHOOL PROHIBIT THIS TYPE OF ESSENTIAL LEADERSHIP.

IN A 1976 RESEARCH STUDY BY RALPH ZINSKI, INVOLVING 170 ELEMENTARY PRINCIPALS IN THE TOTAL READING IT WAS REPORTED THAT MOST PRINCIPALS HAD LITTLE INVOLVEMENT WITH: (1) CORRECTIVE AND REMEDIAL READING, (2) THE DEVELOPMENT OF AN AWARENESS, ON THE PART OF TEACHERS, OF THE SCOPE AND SEQUENCE, OF THE READING SKILLS, (3) PROVISIONS FOR PROGRESS CHECKS IN READING, AND (4) THE ENLISTING OF OUTSIDE SPECIALISTS FOR ASSISTANCE WITH THE READING PROGRAM. ADDITIONALLY, IT WAS REPORTED THAT THE MAJORITY OF THE PRINCIPALS RESPONDING TO THE SURVEY DID NOT

WISH TO INCREASE THEIR INVOLVEMENT IN ANY OF THE AREAS INVESTIGATED.

HOWEVER, SOME MIGHT SUGGEST THAT THE SCHOOL ADMINISTRATOR CAN MANAGE A SUCCESSFUL READING PROGRAM WITHOUT EXPERTISE OR A THROUGH GROUNDING IN READING THEORY AND METHODOLOGY. THIS OPINION MAY BE CONTRARY TO MOST COMMONLY HELD VIEWS. THIS POSITION PROPOUNDS THAT IN ORDER TO BE SUCCESSFUL AS A READING INSTRUCTIONAL LEADER, THE SCHOOL ADMINISTRATOR NEEDS TO ACQUIRE SKILL AS AN INSTRUCTIONAL MANAGER AND KNOWLEDGE OF HOW TO CLARIFY AND EMPHASIZE GOALS, TO ALLOCATE AND PROCURE RESOURCES, AND TO SUPERVISE PERSONNEL AND PROGRAM. SOME MAY VERY WILL ADVOCATE THE TRAINING AND PREPARATION OF A SCHOOL ADMINISTRATOR IN A MAJOR INSTRUCTIONAL AREA FOR THE SCHOOLS THEY ADMINISTER. THIS POSTURE WOULD SUGGESTS THAT THE SCHOOL ADMINISTRATOR WOULD BE MORE EFFECTIVE IF HE HAD A SPECIALTY OR SUB-SPECIALTY IN A MAJOR CURRICULAR AREA SUCH AS READING.

BEN HARRIS IN HIS BOOK SUPERVISORY BEHAVIOR IN EDUCATION SUGGESTS WAYS IN WHICH SCHOOL PRINCIPALS CAN IMPROVE THEIR COMPETENCE AS INSTRUCTIONAL LEADERS OF READING PROGRAMS. HE STATES THAT CLASSROOM OBSERVATIONS OF SUCCESSFUL TEACHERS OF READING WOULD GIVE PRINCIPALS AN OPPORTUNITY TO ANALYZE ACCEPTABLE PROCEDURES AND TECHNIQUES OF TEACHING READING. READING CONFERENCES, GRADUATE COURSES IN READING AND DISCUSSIONS WITH READING SUPERVISORS ALL PROVIDE ASSISTANCE FOR PRINCIPALS WHO SEEK TO IMPROVE THEIR UNDERSTANDING OF THE READING PROGRAM.

MORE SPECIFICALLY, WHEN PLANNING A SCHOOL WIDE READING PROGRAM, IT IS SUGGESTED THAT ADMINISTRATORS DO THE FOLLOWING:

(1) DETERMINE STUDENT ABILITIES
(2) ASSESS STAFF COMPETENCIES
(3) DECIDE ON CLASS ORGANIZATION
(4) PLAN THE INSTRUCTIONAL PROGRAM

SUBSEQUENTLY, THE BENCHMARKS TO BUILDING A SUCCESSFUL READING PROGRAM WOULD INCLUDE:

(1) BEHAVIORALLY STATED OBJECTIVES

(2) DIAGNOSIS OF INDIVIDUAL STUDENTS

(3) UTILIZATION OF A VARIETY OF INSTRUCTIONAL MATERIALS

(4) STRUCTURED, ORGANIZED TEACHING OF THE READING SKILLS

(5) MEANINGFUL REINFORCEMENT PROCEDURES

(6) CONTINUOUS EVALUATION BASED ON OBJECTIVES

PRESENTLY, AN INCREASING NUMBER OF SCHOOL SYSTEMS HAVE EMPLOYED LARGE NUMBERS OF SPECIALIZED READING PERSONNEL IN A VARIETY OF POSITIONS. THERE ARE MORE READING DIRECTORS, CONSULTANTS AND SPECIALIZED READING PERSONNEL THAN EVER BEFORE AND THESE SPECIALISTS HAVE BEEN HIRED PRIMARILY TO PROVIDE SUPPORTIVE READING SERVICES FOR SCHOOLS. HOWEVER, THE RESEARCH LITERATURE REVEALS A NUMBER OF UNRESOLVED PROBLEMS THAT TEND TO MILITATE AGAINST THE MAXIMIZATION OF THIS TYPE OF SERVICE.

THE FAILURE TO DEFINE IN SPECIFIC TERMS THE ROLES OF READING SPECIALISTS APPEARS TO BE AN ON-GOING MAJOR PROBLEM. SUPPORT FOR THE

CONTENTION THAT PROBLEMS EXIST IN THE DELINEATION OF THE ROLES OF READING PERSONNEL CAN BE ABUNDANTLY FOUND IN NUMEROUS RESEARCH REPORTS.

THE RESULTS OF A STUDY CONDUCTED BY THE JOURNAL OF READING INDICATES A WIDESPREAD PROBLEM WITH THE CLARIFICATION OF THE ROLES OF SPECIAL READING PERSONNEL.

AS THE EMPHASIS IN READING SHIFTED FROM THE READING TEACHER TO THE CLASSROOM TEACHER, READING SPECIALISTS BEGAN TO FUNCTION MORE AS READING CONSULTANTS OR READING RESOURCE TEACHERS. WITH THE RECOGNITION OF THE FACT THAT CLASSROOM TEACHERS NEEDED EXTENSIVE HELP WITH READING INSTRUCTION, LARGE NUMBERS OF SCHOOLS EMPLOYED READING CONSULTANTS.

THE ROLE OF THE READING CONSULTANT IN THE SCHOOLS IS ONE THAT CONTINUES TO BE CONFLICTING DESPITE THE EFFORTS THAT HAVE BEEN MADE BY PROFESSIONAL ORGANIZATIONS TO DEFINE THE ROLE AND FUNCTION OF SPECIALIST IN THIS AREA.

THE SUCCESS OF READING CONSULTANT SERVICES WILL DEPEND, BY AND LARGE, UPON THE EXTENT TO WHICH THE PROGRAM ANSWERS THE CONSCIOUS NEEDS OF ADMINISTRATORS AND TEACHERS. A NEEDS ASSESSMENT OF THE READING PROGRAMS WOULD HELP DETERMINE THE SUBSEQUENT ROLE OF THE READING SPECIALIST.

INADEQUATE STAFFING OF A READING CONSULTANT SERVICE IS ANOTHER PROBLEM WHICH COULD PRECLUDE ANY IMPACT OF THE SERVICE ON THE SCHOOLS' READING PROGRAM. THE SECOND HARVARD REPORT ON READING STATED THAT IT WAS NOT UNUSUAL FOR AN ENTIRE SCHOOL SYSTEM TO HAVE ONLY ONE READING CONSULTANT WHO WAS CHARGED WITH THE RESPONSIBILITY OF SERVICING ALL ADMINISTRATORS, TEACHERS AND STUDENTS.

THE RESEARCH LITERATURE INDICATED THAT THE READING CONSULTANTS ROLE OFTEN INCLUDES ADMINISTRATIVE AND SUPERVISORY TASKS, EVEN THOUGH CERTIFICATION FOR READING SUPERVISORY OR CONSULTANT POSITIONS

DO NOT REQUIRE OR INCLUDE ANY PREPARATION OR TRAINING IN ADMINISTRATION OR SUPERVISION. IT IS THUS PRESUMED THAT PROSPECTIVE READING SUPERVISORS WILL EARN MUCH OF THEIR GRADUATE CREDIT IN COURSES OF A DIAGNOSTIC AND CORRECTIVE NATURE RATHER THAN IN ADMINISTRATIVE AND SUPERVISORY STUDIES.

THE MOUNTING PROBLEMS OF GENERAL SCHOOL MANAGEMENT WILL CONTINUE TO CONSUME MORE AND MORE OF THE SCHOOL ADMINISTRATOR'S TIME. AS A RESULT, ADMINISTRATORS WILL BE FORCED TO TURN TO SUPPORTIVE INSTRUCTIONAL STAFF FOR HELP. IN THE FIELD OF READING, THIS WOULD NECESSITATE THE TRAINING OF READING PERSONNEL IN ADMINISTRATION AND SUPERVISION.

IN CONCLUSION, IT SEEMS EVIDENT FROM THE RESEARCH LITERATURE THAT KNOWLEDGE OF ADMINISTRATIVE AND LEADERSHIP THEORIES, GROUP PHENOMENA AND SOCIAL SYSTEMS THEORY IS OF VITAL IMPORTANCE TO SCHOOL ADMINISTRATORS.

AN INDEPTH UNDERSTANDING OF THESE AREAS WOULD SERVE AS AN ENABLING FACTOR FOR SCHOOL ADMINISTRATORS AS THEY ATTEMPT TO LEAD THEIR STAFFS TOWARD THE ACCOMPLISHMENT OF INSTRUCTIONAL GOALS IN READING AS WELL AS ALL OTHER CURRICULAR AREAS.

THE RESEARCH LITERATURE ON THE ROLE OF THE ADMINISTRATOR AS AN INSTRUCTIONAL LEADER APPEARS TO BE SOMEWHAT CONTROVERSIAL. THERE ARE THOSE WHO BELIEVE THAT THE SCHOOL ADMINISTRATOR SHOULD FUNCTION SOLELY IN A MANAGERIAL ROLE WITH CURRICULAR RESPONSIBILITIES ASSIGNED TO OTHER ADMINISTRATIVE PERSONNEL AND STAFF. THE DOMINANT AND MOST WIDELY HELD VIEW, HOWEVER, SUPPORTS THE ADMINISTRATOR IN THE ROLE OF INSTRUCTIONAL LEADER. IN THIS ROLE, THE ADMINISTRATOR HAS THE RESPONSIBILITY TO PROVIDE AN ENVIRONMENT CONDUCIVE TO LEARNING WITH EFFECTIVE SUPERVISION.

FURTHER, A REVIEW OF THE RESEARCH LITERATURE IN THE AREA OF

AFMINISTRATIVE LEADERSHIP IN THE READING FIELD WOULD REVEAL A POSITIVE CORRELATION BETWEEN THE BEHAVIOR AND LEADERSHIP OF SCHOOL ADMINISTRATORS AND STUDENT ACHIEVEMENT. THE IMPLICATIONS FOR MANAGEMENT PRACTICE ARE CLEAR IN THIS REGARD. TO THIS END, IT IS MY RECOMMENDATION THAT SCHOOL ADMINISTRATORS AND READING PERSONNEL CONTINUE TO WORK TOWARD ESTABLISHING CLOSER LINES OF COMMUNICATION BETWEEN THEMSELVES AND READING STAFF, REGARDING THE GOALS AND PERFORMANCE OBJECTIVES AS WELL AS MAKING PROVISIONS FOR COOPERATIVE ON-GOING EVALUATION, OF THE PROGRAM AND THE EXTENT TO WHICH THESE GOALS HAVE BEEN ACHIEVED.

SECONDLY, THERE SHOULD BE A COMPREHENSIVE EVALUATION OF SPECIALIZED READING PERSONNEL TO CLARIFY AND REDEFINE THEIR ROLES AND FUNCTIONS.

THIRDLY, SCHOOL PERSONNEL SHOULD COALESCE WITH COLLEGES AND UNIVERSITIES TO PLAN WAYS IN WHICH COURSE PREPARATION AT THE COLLEGE

LEVEL CAN STRENGTHEN THE ADMINISTRATIVE AND SUPERVISORY READING SKILLS OF PRACTICING AND PROSPECTIVE SCHOOL ADMINISTRATORS, AS WELL AS PROVIDE CONGRUENCY BETWEEN ACADEMIC PREPARATION AND JOB DESCRIPTIONS AND EXPECTATIONS.

FOURTH, IT IS RECOMMENDED AND SUGGESTED THAT RESEARCH BE UNDERTAKEN TO INVESTIGATE THE ROLES OF SPECIALIZED READING PERSONNEL TO DETERMINE WHICH OF THE SPECIALISTS' ROLES IMPACT UPON THE READING ACHIEVEMENT OF CHILDREN.

FIFTH, STUDIES SHOULD BE CONDUCTED IN SCHOOLS TO IDENTIFY THOSE CONDITIONS AND FACILITATING FACTORS WHICH PROMOTE SUCCESSFUL READING PROGRAMS.

AS SUGGESTED THIS AFTERNOON, MUCH MORE WORK AND DISCUSSION MUST TAKE PLACE IF WE ARE TO ERADICATE THE PROBLEMS AND AREAS OF CONCERN RELATED TO ADMINISTRATIVE LEADERSHIP AND THE READING PROGRAM.

HOWEVER, IT IS THROUGH SUCH INTERACTIVE FORUMS AS THIS, THAT THE SOLUTIONS AND DIRECTION ARE FORGED; AND IT HAS BEEN TRULY MY PLEASURE TO HAVE BEEN INVITED TO PARTICIPATE IN THIS ANNUAL CONFERENCE.------

Lilly. Edward R.

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